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ABSTRACT

The ending of high school years is a critical time for most young people. It is a period when significant developmental tasks confront the adolescent; these tasks, if mastered, contribute to healthy and satisfactory growth into adulthood. Self-esteem, locus of control, and attitudes toward work, community, and family orientations are especially important and subject to change at this developmental stage. Data from the National Longitudinal Study of the High School Class of 1972 were used to generate group profiles, means, and standard deviations on self-esteem, locus of control, and the three life goals scales for respondents differing in terms of ability level, ethnicity, and post-high school activities. There are predictable differences among subgroups on each of the psychological attribute profiles and these differences were evident at the initial assessment. Demographic differences persisted unmodified by intervening experiences; this may be due partly to a heterogeneity of experiences within demographic classifications which might tend to diminish differences over a long period of time, but not over a short-term interval. The subgroups showing the greatest changes in profiles appear to be those undergoing the greatest changes in activites--from working to seeking employment, from working to homemaking, etc. (Author/EVH)

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Group Profiles on Self-Esteem, Locus of Control, and Life Goals

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I. INTRODUCTION

The ending of high school years is a critical time for most adolescents. It is a period when significant development tasks confront the adolescent and which, if mastered, contribute to healthy and satisfactory growth in our society (Havighurst, 1952). According to Havighurst, "A developmental task is a task which arises to, at, or about a certain period in the life of the individual, successful achievement of which leads to his happiness and to success with later tasks, while failure leads to unhappiness in the individual, disapproval by the society, and difficulty with later tasks" (p. 2). Sources for development tasks arise from physical maturation, cultural pressure from society, and personal values and aspirations of the individual which are part of his personality or self. It is these last two sources that comprise the psychological focus for this study.

In reaction to the new experiences and role demands, a variety of attitudinal and personality changes can be anticipated. In particular, changes can be expected in how these young adults view themselves, in their perception of their control of personal and environmental contingencies, and in the life goals they deem to be important. Some of these changes may be relatively universal, for example, it has been documented (cf. Bachman and O'Malley, 1975; Rosenberg, 1965) that self-esteem increases through early adulthood and the perceived locus of control over self and the environment becomes more internal (cf. Rotter, 1966). This provides an optimistic picture since the research literature presents internal individuals as generally effective and competent. Other changes are expected to be linked with specific kinds of experiences, for example, to the extent that self-esteem increases as a function of success one can consider self-esteem to be a way of assessing the impact of experiences and current environment on the individual (Bachman and O'Malley, 1975). Perceived locus of control has been shown to shift in the internal direction as a function of successful mastery over the environment and in the external direction as a function of failures to master the environment (cf. Rotter, 1966; Lefcourt, 1966).

An area of major interest accompanying these transitions and changes in the environmental context and role demands is the psychological adjustment of these young adults. While adjustment and development may be indexed in many ways, the constructs of self-esteem and locus of control and attitudes about work, community, and family orientations were considered to be especially important and sensitive to change.

While a variety of specific hypotheses could be offered about self-esteem, locus of control and goal orientations in relation to classification variables and transition sequences, it was felt that more could be accomplished by simply describing and indexing these relationships. Thus, the general purpose of this presentation is to use Base-Year and First Follow-Up Questionnaire data on self-esteem, locus of control, and work-, community-, and family-related goal activities to generate profiles of subpopulations defined on the basis of demographic and personal characteristics and on the basis of career patterns.

There are five major sections to this report: an overview of NLS briefly describing the sample, the survey instruments, and the data collection procedures; a measurement specifications section describing the characteristics of the items and composite variables used as measures of the psychological constructs. Next, there are two sections of analyses, results, and interpretations: Analyses and Results for Major Classification Groups (total, sex, ethnic, SES, ability, and high school program); and Analyses and Results for Planning and Activity Groups (high school plans, first follow-up activities, and major transition groups). Finally, there is a section summarizing the important findings and discussing some implications of the results.

II. AN OVERVIEW OF THE NATIONAL LONGITUDINAL STUDY OF THE HIGH SCHOOL CLASS OF 1972

The National Longitudinal Study of the High School Class of 1972 (NLS) may be briefly characterized as a wide-ranging longitudinal questionnaire survey on a highly heterogeneous sample.

The major vehicle for obtaining data has been mail-administered questionnaires buttressed and augmented by telephone or personal interviews as required. But other information has also been collected. The instruments thus far include: high school records and high school descriptive information for every student and high school comprising the sample. Also, a counselor questionnaire was administered to at least one counselor from every participating high school. Most students in the original base-year sample were administered a test battery covering a range of verbal and nonverbal ability measures. Each student has been adminstered three questionnaires so far: the base-year Student Questionnaire administered during the spring of 1972, the First Follow-Up Questionnaire mailed in October of 1973, and the Second Follow-Up Questionnaire mailed in October of 1974.

A large variety of topics are covered in the NLS questionnaires. Major sections of the questionnaires are devoted to background information, psychological and social factors, education, work, military, and homemaking. Each of the sections on education, work, military, and homemaking includes questions on activities, plans, and attitudes and opinions. The psychological and sociological topics include consumer and political attitudes and activities, career and life goals, and attitudes about the self. In correspondence with the range of topics and restrictions on questionnaire length, many of the constructs cannot be pursued in depth, thus the instruments may be typified as broad band and low fidelity (Cronbach, 1970).

A. Sample Design

The sample design is a deeply-stratified, two-stage probability sample with schools as first stage sampling units and students within

schools as second stage units. The population sampled consisted of all 1972 twelfth graders enrolled in public, private, and church affiliated schools in the fifty states and the District of Columbia. A variety of strata were used for school selection:

1) Type of control
2) Geographic region
3) School size
4) Percent minority enrollment
5) Income level of community
6) Degree of urbanization
7) Proximity to institutions of higher learning.

In order to increase the numbers of disadvantaged students in the sample, schools located in low income areas and schools with high proportions of minority group enrollments were sampled at approximately twice the sample rate used for the remaining schools. A variety of other considerations were also employed and are outlined in detail elsewhere (WESTAT, 1972).

The basic sample involved about 1,300 primary and back-up schools--and over 23,000 students.

Of the 22,654 students mailed First Follow-Up Questionnaires, a total of 21,350 respondents either returned the questionnaire or were personally interviewed (by the Bureau of the Census) yielding the high return rate of 94.2 percent.

III. MEASUREMENT SPECIFICATIONS OF SELF-ESTEEM, LOCUS OF CONTROL, AND LIFE GOALS

This report presents group profiles, means, and standard deviations on self-esteem, locus of control, and three life goal scales. From a face-validity viewpoint each scale reflects a conceptually appealing factor. No single item appears in more than one scale in order to prevent artifactual correlations among the scales. Each participant has included in the analyses two scores for each of the five scales, one score for the Base-Year and one for the First Follow-Up Questionnaire.

A. Personality Attributes: Self-Esteem and Locus of Control

The self-esteem scale consists of four items, each with five response choices ranging on a continuum from "disagree strongly" to "agree strongly." The four items (see Table 1) were taken from the eleven-item self-esteem scale of Rosenberg (1965).

Like the self-esteem scale, the locus of control scale consists of four items (Table 1), each with five response options ranging from "disagree strongly" to "agree strongly." High scores on the locus of control scale indicate "internality" while low scores indicate "externality."

Since all eight of the above items appeared together in the student questionnaires, a principal axes factor analysis was done on all eight items. A two-factor varimax solution on the item intercorrelations strongly confirmed the existence of two distinct scales corresponding to the self-esteem and locus of control scales described above. The factor loadings showed a good simple structure with high loadings for the four self-esteem items on one factor with essentially zero loadings on the other. An opposite pattern of loading exists for the locus of control items, i.e., all four items have high loadings on the second factor with essentially zero loadings on the first.

In addition to the factor structure, internal consistency was examined for each scale. Coefficient alpha was .66 for the self-esteem scale and .56 for the locus of control scale. These values are

reasonably high considering that only four items appear in each scale. Other locus of control scales have internal consistency and test-retest reliabilities of only a slightly larger magnitude even though they include many more items. For example, the 23 item Rotter locus of control scale (Rotter, 1966) has reliabilities ranging from the low .40's to the low .80's with a median value of approximately .65 (see Rotter, 1966, and Hersch and Schiebe, 1967).

B. Life Goals

Three scales were derived from the ten base-year items measuring the importance of life goals. Each item had three response options: "not important," "somewhat important," and "very important." The corresponding codes are 1, 2, and 3; however, in order to present the life goal results on a numerical scale similar to the self-esteem and locus of control scales, the item options were respectively scored 1, 3, and 5. The three scales and their items are shown in Table 1.

The composition of these scales was based on the results of a factor analysis of all ten goal-related items. A three-factor principal axes solution followed by a varimax rotation yielded a fairly satisfactory simple structure.

Internal consistencies were calculated for each of the three derived scales. The coefficient alphas were .53, .44, and .30 for the work, community, and family scales, respectively. The internal consistency values for the community and work scales are relatively low and may limit differences among groups and complicate the interpretation of change scores.

IV. MAJOR CLASSIFICATION GROUPS: ANALYSES AND RESULTS

Weighted means and standard deviations were computed for each of the five scales for the total group and various subgroups defined by the major demographic and personal variables of ability, ethnicity, sex, SES, and high school program. Because the sample is a stratified probability sample instead of a simple random sample, the weighting procedure is necessary for obtaining unbiased estimates of population values.

A. Total Group Profiles

Weighted means and standard deviations for the five psychological attribute scales are given in Table 2. Relative to the scale midpoints (3.0), the base-year means show high self-esteem, an internal stance on locus of control, and a positive endorsement of all three life goals. Of the three life goals, work was the most positively rated and community was least highly endorsed. The standard deviations indicate a fairly large dispersion of scores, especially for community and family life goals.

The means of the first follow-up groups indicate some slight shifts compared to the base-year. In particular, the mean on self-esteem is higher and locus of control is slightly more internal. Work and community goals are apparently valued less since the means have shifted toward the midpoint, while family goals are apparently valued more with a mean shift toward more positive endorsements.

B. Profiles of Subgroups

One of the primary purposes of this report is to use the psychological attributes to describe the various subgroups formed by the major classification variables (ability, ethnicity, sex, SES, and high school program). This will be done in two ways: first, each subgroup was described by a base-year and first follow-up profile (whose elements are the attributes of self-esteem, locus of control, and work, community, and family life goal orientations); second, the subgroups within each

classification variable were compared to one another using base-year, first follow-up, and change score means and standard deviations.

Since the NLS study is based on a large number of observations, statistical estimation can be quite precise; however, it can be expected that there will be many among-group differences which are small but statistically significant at conventional levels. Consequently, in addition to requiring statistical significance, preference was given to interpreting and discussing differences that exceeded one-fourth of a standard deviation. Any between-group difference which was less than this could not (even under the optimal conditions of only two groups with equal sample sizes) associate as much as 2 percent of the total variance of the dependent measure with the classification variable. Differences which equal .28 standard deviation units for two equal-sized subgroups are equivalent to an r^2 of .02. Increasing the number of subgroups and/or making the subgroup frequencies disproportionate will reduce this variance accounted for. The same criterion was used for change scores as for base-year or first follow-up comparisons.

C. Ability Group Profiles

Sample members were classified into three ability categories based upon the ability index derived from four test scores. The tests are Vocabulary, Reading, Letter Groups (a measure of inductive reasoning), and Mathematics. Factor analysis results of the base-year test scores indicated that a single composite score measuring general ability (by forming an equally weighted linear composite of these tests) sufficiently accounted for subtest variance and covariance. Each test was standardized before being used in the composite. This continuous ability score was then classified into a high, middle, or low category depending on whether the score was in the upper quartile, middle two quartiles, or lower quartile based upon a weighted estimate of an assumed normal distribution of ability. It should be noted that a substantial proportion of sample members (about 29 percent) did not have test scores, and they were not included in the analyses.

Profiles for the three ability groups are presented in Figure 1. The base-year and first follow-up ability group profiles are very similar. The high ability group during the base-year and first follow-up is typified by high internal locus of control and low work and community orientations. The low ability group profile is directly opposite to this; the low ability group is typified by an external locus of control but high work and community life goals. The middle ability group profile is fairly indistinct from the total group profile. There are no major profile changes from the base-year to first follow-up. An examination of the profiles revealed that very small differences exist among the ability groups on self-esteem and family orientation. Larger differences are evident for work and community orientation, and surprisingly large differences exist on the locus of control measure.

The locus of control measure shows that the high ability group is more internal than the middle ability group and the middle ability group is markedly more internal than the low ability group. The differences tend to shrink at the time of the first follow-up, which seems due to the large change for the low ability group as compared to the middle ability group change and zero change for the high ability group. Previous literature relating ability to locus of control has been fairly limited and has shown mixed results. Studies done on high ability persons have shown virtually no relationship between ability and locus of control (cf. Rotter, 1966) while studies done on lower ability persons have demonstrated modest correlations (Bialer, 1961; Crandall, Katkovsky, and Preston, 1962). The results presented here indicate a probable nonlinear relationship showing a stronger correlation in the low ability range and a weaker correlation in the high ability range.

D. Ethnic Group Profiles

Three ethnic groups were compared in this study: white, black, and Hispanic (i.e., Mexican-American, Puerto Rican, Cuban, and others of Latin American origin). Other ethnic groups such as Oriental and American Indian were not included because of their small sample size.

Profiles of the three ethnic groups are shown in Figure 2. Generally speaking, the base-year and first follow-up profiles are similar for the respective subgroups. Additionally, the profiles for blacks and Hispanics are similar to one another and different from the white majority profile.

For the base-year and first follow-up relative to the total group means, blacks are highly external on locus of control, and work and community goals are rated as very important. Similarly, Hispanics are external and show moderately high interest in work and community goals. Because of the preponderance of whites in the total sample, white means do not show large magnitude deviations from the total means.

Differences among the ethnic groups are readily evident on all but the self-esteem measure. Self-esteem tends to be slightly higher for blacks than for whites or Hispanics on the base-year measure; however, the difference is rather small and virtually disappears at the time of the first follow-up. While "no difference" is usually not very interesting, attitudinal research on ethnic group self-perception in previous decades showed that minority groups tended to derogate themselves relative to the white majority. Consequently, the current data clearly document improved self-esteem for blacks and Hispanics confirming similar results from more recent studies (e.g., Bachman and O'Malley, 1975).

On locus of control, whites are more internal than either blacks or Hispanics for both the base-year and first follow-up. This difference on locus of control is well supported by previous research on ethnic differences (e.g., Battle and Rotter, 1963; Franklin, 1963; and Graves, 1961). To the extent that locus of control is based on experiencing control (or lack of it) over the environment, it would appear that blacks and Hispanics see themselves as somewhat the victims of circumstances beyond their control, and this belief has not yet been modified by post-high-school experiences.

Fairly substantial ethnic group differences are evident on the life goal ratings, especially for community orientation. The community-related life goals were most important to blacks and least important

to whites, with a base-year difference of .62 units and a first follow-up difference of .63 units. Hispanics, while between blacks and whites on community orientation, were closer to the mean for blacks. Similar, but smaller, ethnic group differences exist on work orientation. Blacks rated work as being more important than did whites, and Hispanics were in-between.

The high evaluation of community and work life goals by blacks and, to a slightly lesser extent, by Hispanics may well reflect an interest in improving their overall socioeconomic status both as individuals (hence the positive endorsement of the importance of work) and as members of minority group communities (hence the interest in community involvement). To the extent that these goals are realized, one would expect positive benefits for the minority groups.

Family life goals were rated as being more important by Hispanics than by blacks. The high mean for Hispanics on family orientation probably reflects strong religious and cultural traditions which are apparently not shared by blacks. Literature on blacks has often documented that a nuclear family is not extremely important to black males, and perhaps a more detailed analysis of black males versus black females would be useful.

E. Sex, SES, and High School Program

Among the analyses for the major classification groups, the largest and most interesting results occurred among the ability and ethnic groups. Consequently, the discussion has focused on these. By contrast, differences among males and females were generally small on all five variables but were consistent with expectations or results of other investigators. Differences among the high, middle, and low socioeconomic status groups resembled those among the respective high, middle, and low ability groups but were of a lower magnitude of difference. In addition, differences were also sought among gorups formed on the basis of high school program (general, academic, or vocational-technical), but the only difference observed was on locus of control with academic students being more internal than general or vocational-technical

students. This difference could, of course, be due to ability, SES, or ethnic group differences associated with the various high school program populations.

V. PLANS AND ACTIVITIES: ANALYSES AND RESULTS

Generally speaking, the purpose of separating these analyses from the preceding analyses on major classification groups is that the groups discussed in this section are formed by personal or dynamic variables associated with changes in state, whereas the preceding groups were static, i.e., a person's status on sex, ethnicity, etc., does not change.

A. Profiles of Major Transition Groups

Of the analyses undertaken in this report, those described in this section are likely to shed the most light on changes in psychological development and adjustment which are associated with post-high-school experiences and activities. The transition subgroups link high school plans to subsequent activities one-half year and one and one-half years after high school.

This section presents profiles of major transition groups, which were defined jointly by crossing six planning states in the spring of 1972, seven activity states in October 1972, and seven activity states at the time the first follow-up survey took place. The planning states and activity states are given in Table 3.

A transition group is indicated by the format:

PLANS (SPRING 1972) → ACTIVITY (OCT. 1972) → ACTIVITY (OCT. 1973)

An example of a transition sequence is:

STUDY → STUDY-ONLY → WORK-ONLY

This says that in the spring of 1972 the person planned to study in the subsequent year(s), and actually was studying in October 1972; but the person was working (but not studying) at the time the first follow-up survey was conducted.

The groups included in the analyses were groups that had initially planned to study or work and had a sample size greater than 100. A group that had fewer than 100 members was not included because the sample size was considered too small for stable estimates.

Because of the large number of groups involved in the transition analyses, the profiles have been clustered on two facets: first, they have been clustered on planning states into study and work plans (spring 1972); and second, within study plans they are clustered by October 1972 activities into study-only (Figure 3a); study-plus-work (Figure 3b), and work-only (Figure 3c) activities; and within work plans they are clustered into transition groups involving no study activities (Figure 4a) and into transition groups involving some study activity (study-only or study-plus-work) (Figure 4b).

The analysis of among-group differences will concentrate first on the study plan groups, then the work plan groups, and finally all major transition groups. Means and standard deviations for the transition groups are given in Table 4.

B. Comparisons Among Study Plan Groups

Within the study plan groups, only small differences on self-esteem occur. Modest differences exist among the study plan groups on locus of control during the base-year, with even smaller differences on the first follow-up; however, the differences are systematically related to work activities. The most internal groups are the four transition groups which only engaged in study or study-plus-work activities, while the single most external group engaged in work-only during October of 1972 and at the time of the first follow-up. Changes on locus of control were generally uniform except that the most internal groups during the base-year changed the least.

Differences on work goals are fairly small. The single clear difference among groups is the study → work-only → study-plus-work group being different from all of the remaining groups and additionally showing an increase on the work life goal while all other groups show about average decreases. Apparently, this group, which also had the highest first follow-up self-esteem and the greatest shift on internality, is undergoing psychological changes of a positive nature which may be due to financial self-support at a planned-upon activity following some initial plan frustration. A more detailed analysis might show

that this group is comprised mostly of low and middle SES students with upward mobile strivings.

Differences among the study-plan groups on the other two life goals are quite small and do not warrant further mention.

C. Comparisons Among Work Plan Groups

Self-esteem differences within the work plan transition groups are fairly small. The three transition groups which engaged in some study-plus-work activity are slightly higher on self-esteem than the remaining groups. The work → work-only → homemaker and work → work-only → study-only groups have the lowest self-esteem. The first follow-up means show a clear separation of the high self-esteem work → study-plus-work → study-plus-work group from the remaining groups and the work → work-only → look-for-work group (which has the lowest self-esteem). Otherwise, none of the differences are very large. Changes in self-esteem are variable with the homemaker group showing the largest increase and the work → study-plus-work → work-only group and the look-for-work groups showing the smallest increases. While the work → work-only → look-for-work group self-esteem change could be obviously anticipated, the work → study-plus-work → work-only change stands in contrast to the remaining study-plus-work group. There is the possibility that this group would have preferred to continue studying and thus has experienced the same frustrations as the look-for-work groups.

Base-year locus of control differences among the work plan groups were generally small and all of the groups were external. The most external groups were the look-for-work groups, and the most internal were the study-plus-work activity groups. First follow-up differences were much greater than the base-year differences. At the time of the first follow-up, the work → work-only → look-for-work group was almost a full standard deviation below the group mean due to the relative and absolute decrease in the mean score, and by way of contrast, the work → look-for-work → work-only group recorded an increase. These two groups had highly similar base-year means, but the first follow-up

differences on locus of control apparently reflect the relationship between current unemployment and externality on locus of control. The remaining group means were relatively unchanged except that the work → work-only → study-plus-work group was on the internal side of the locus of control scale due to the relatively large increase from base-year to first follow-up.

During the base-year and on the first follow-up there are small differences on work interest among eight of the nine work plan transition groups; however, there is a fairly clear clustering with the groups engaged in study or study-plus-work (as current activities) rating work goals as being more important than those groups which are working or looking for work.

The single group which is most unlike the remaining work plan transition groups on work interests is the work → work-only → homemaker group. This group on the first follow-up was extremely below the nearest group and showed the greatest decrease in work interests. While work should clearly be less important to this group, this large a change was totally unexpected. One could speculate that the relative disinterest and derogation of work-related goals is due to dissatisfaction with previously held jobs and a subsequent retreat to a homemaker role or simply an abandonment (temporary or permanent) of previous interests in the service of homemaker activities. There was not, however, a correspondingly large increment on either community or family life goals.

Community and family life goals do not show large or clearly interpretable differences during the base-year or first follow-up. Similarly, changes from the base-year to first follow-up did not show a clear patterning.

D. Comparisons Among All Transition Groups

The primary differences existing across the work plan and study plan groups are on self-esteem and locus of control. The highest self-esteem was for the study plan groups who continued their studies (i.e., study or study-plus-work). The study plan transition groups

were also more internal (all above the group mean) than the work plan groups (all group means except the first follow-up mean for the work → work-only → study-plus-work group being below the group mean). It should be recalled, however, that ability group differences on locus of control were large and ability-associated differences most likely underlie the transition group differences as well.

VI. SUMMARY AND CONCLUSIONS

A. Summary of Profile Analyses for Major Classification Groups

The base-year sample is typified by high self-esteem and an internal stance on locus of control. Work and family are considered as somewhat important, but community importance ratings are near the scale midpoint, indicating indifference. There is substantial variance on each scale, which to a modest degree can be associated with some of the classification variables and transition sequences.

During the base-year, the sex, ethnic, ability, SES, and high school program classification groups showed small and negligible differences on self-esteem. Locus of control emerged as an important correlate of ability. In particular, the high ability group considers itself more internal (i.e., more in control of the environment) than does the middle or low ability group. The low ability group is most external. There is a strong possibility that the ability group differences underlie some of the other locus of control differences, i.e., SES and high school program; however, the ethnic group differences appear to be independent of the ability-related locus of control differences. The ethnic group differences show whites to be the most internal.

The base-year data also show an association between the background and demographic variables and work, community, and family goal orientations. Work orientation differences are not large and they occur where expected; for example, males are more work-oriented than females. Equally large differences occurred for ability (lower ability giving higher importance ratings) and ethnicity (blacks and Hispanics are more work-oriented than whites).

Community orientation differences were quite large among the ethnic subgroups (blacks, the most community-oriented; whites, the least). Smaller differences also occurred among SES and ability classifications. While the low SES group's high community orientation could be partly accounted for by ethnic composition, a supplementary analysis on the ability by ethnic subgroups indicates that high ability

blacks are not highly community-oriented compared to low ability blacks. Neither high nor low ability whites are particularly community-oriented.

Family orientation differences were generally too small to warrant discussion, with the only exception being that Hispanics (compared to blacks and whites) show the greatest family orientation.

The first follow-up data had means differing slightly from the base-year means. The means indicate a self-esteem greater than the base-year and a slight increase in internality. Goal orientations for work and community were lower, and family interest was slightly increased. The goal orientations interpreted relative to the scale labels are unchanged: the means indicate that work and family are moderately important and community interest is at the scale midpoint. For most of the subgroup classifications, the first follow-up profiles (taken as deviations around first follow-up total group means) are virtually identical to the base year. That is, the subgroup orderings and differences are relatively unchanged.

B. Summary of Analyses for Plan, Activity and Transition Groups

The base-year means on self-esteem generally showed small differences among the planning subgroups; however, moderately large self-esteem differences exist among the plan groups and various subgroups associated with first follow-up activity and transition classifications. In particular, the work plan and no plan (other) groups had low self-esteem; and interestingly for predictive purposes, respondents who would be looking for work over a year later had low self-esteem during the base year.

Large differences on locus of control also exist among plan groups and among base-year subgroups associated with various transition and activity classifications. While some of these differences may be related to ability and ethnic group differences, other differences are larger and are probably independent. In particular, persons high in internality during the base-year are most likely to be involved in study or study-plus-work activities at the time of the first follow-up,

and persons external on locus of control will be more likely to be engaged in work only or will be looking for work. The look-for-work group, in fact, was quite deviant on locus of control during the base year.

The base-year data also show differences among subgroups on work, community, and family orientations. Homemakers (plan or current activity), and "others" are generally the lowest on work orientation.

Homemakers had the highest family orientation ratings, and the military and "other" plan and activity groups had the lowest family orientation ratings. There is a potential problem for the latter groupings in that the family orientation scale leans heavily on staying in the home community, an activity quite antithetical to military or travel plans.

Compared to base-year subgroup differences and deviations from total group means, the first follow-up profiles for the study plan groups (and transition groups which planned to study) are relatively unchanged. Some striking differences did occur for the current activity subgroups and two of the work plan transition subgroups. Specifically, the military current activity group increased in self-esteem and community orientation, and the "other" group drastically decreased in self-esteem and became more external on locus of control (making their profile more similar to the "other" plan group profile). Marked changes also occurred for homemakers and look-for-work respondents (classified either globally on current activity or as work-plan → work-only transition groups). Homemakers rated work as extremely unimportant compared to other subgroups. The look-for-work respondents, who were relatively low on self-esteem and external on locus of control during the base year, became even more deviant at the time of the first follow-up, apparently in reaction to the frustration of not finding work.

C. Conclusions

One conclusion seems unequivocal: there are clear and predictable differences among subgroups on the psychological attribute profiles.

Most of these differences, however, existed at the time of the initial assessment (base-year) and were unmodified (relative to the total population) at the time of the first follow-up. The persistence of demographic differences unmodified by intervening experiences may be due partly to a heterogeneity of experiences within demographic classifications which might tend to diminish differences over a long period of time, but not over a short-term (one and one-half year) interval.

More marked differences are obvious for subgroups classified according to activity states and transition states. The subgroups showing the greatest changes in profiles also appear to be those which undergo the greatest changes in activities (e.g., work to look for work, or work to homemaker, or look for work to work). In regard to this, perhaps more effort should be put into the analysis of these transition subgroups with appropriate controls on demographic variables. Perhaps maximum use could be made of the data by predicting transition states from demographic and base-year psychological attributes and predicting psychological attribute states from base-year data and transition states. While this type of modeling is beyond the scope of the current project, there does seem to be a sufficient set of differences which warrants further analyses.

Table 1

SELF-ESTEEM, LOCUS OF CONTROL, AND LIFE GOAL ITEMS

Self-Esteem Items

I take a positive attitude toward myself.

I feel I am a person of worth, on an equal plane with others.

I am able to do things as well as most other people.

On the whole, I'm satisfied with myself.

Locus of Control Items

Good luck is more important than hard work for success.

Every time I try to get ahead, something or somebody stops me.

Planning only makes a person unhappy since plans hardly work out anyway.

People who accept their condition in life are happier than those who try to change things.

Work Scale Items

Being successful in my line of work.

Having lots of money.

Being able to find steady work.

Community Scale Items

Being a leader in my community.

Being able to give my children better opportunities than I have had.

Working to correct social and economic inequalities.

Family Scale Items

Finding the right person to marry and have a happy family life.

Living close to parents and relatives.

Getting away from this area of the country.
(scored in opposite direction)

Table 2

MEANS AND STANDARD DEVIATIONS OF THE PSYCHOLOGICAL SCALES
FOR BASE-YEAR FIRST FOLLOW-UP COMMON SAMPLE

Group	Self-Esteem	Locus of Control	Work	Community	Family
Base-Year Data					
Mean	3.91	3.76	4.02	3.21	3.52
Standard Deviation	.65	.72	.91	.91	.86
First Follow-Up Data					
Mean	4.12	3.86	3.83	3.01	3.70
Standard Deviation	.56	.66	.76	.88	.78
Difference (FFU-BY)					
Mean	.20	.09	-.18	-.19	.18
Standard Deviation	.68	.76	.82	.95	.94
N	14747	14717	14774	14723	14741

Table 3

SPECIFICATION OF PLANS AND ACTIVITIES

Planning States

In the base-year survey all sample members were asked to indicate one activity that most likely would take the largest share of their time in the year after leaving high school. Based on their responses, the sample members were classified into six groups described as follows:

(1) Study Group

This group included respondents indicating one of the following activities as their major activity: taking vocational or technical courses at a trade or business school full-time or part-time; taking academic courses at a junior or community college full-time or part-time; taking technical or vocational subjects at a junior or community college full-time or part-time; and attending a four-year college or university full-time or part-time.

(2) Work Group

This group included respondents indicating either working full-time or working parttime but not attending school or college, or entering an apprenticeship or on-the-job training program.

(3) Military

This group consisted or respondents who indicated going into regular military service or service academy.

(4) Homemaker

This group included respondents who indicated being a full-time homemaker.

(5) Other

This group consisted of those respondents who indicated other activities such as traveling, taking a break, or no plans.

(6) Unclassifiables

Those respondents who did not give any information were labeled unclassifiables and are not included in these analyses.

Table 3 (continued)

Activity States

In the first follow-up survey, sample members were asked to indicate what they were doing in October of 1972 and also at the time the questionnaire was filled out. Based on their response, seven mutually exclusive groups were established for each time point. These groups are:

(1) Study-Only

This group includes respondents who were taking academic courses at a two- or four-year college, or taking vocational or technical courses at any kind of school or college, and not working for pay at a full-time or part-time job.

(2) Work-Only

This group includes respondents who were working for pay at a full-time or part-time job, and not studying at any kind of school or college.

(3) Study-plus-Work

This group includes respondents who were working and also taking academic or vocational courses.

(4) Military

This group includes respondents who were on active duty in the Armed Forces and not in any other activities.

(5) Homemaker

This group includes respondents who were homemakers only, but not engaged in any other activities.

(6) Look-for-Work

This group includes respondents who were looking for work only, and not engaged in any other activities.

(7) Other

This group includes respondents who indicated activities other than those listed above.

Table 4

MEANS AND STANDARD DEVIATIONS OF PSYCHOLOGICAL ATTRIBUTES FOR TRANSITION GROUPS

Group	Self-Esteem			Locus of Control			Work			Community			Family		
Plans'72→Act'72→Current Activities	BY	FFU	Change	BY	FFU	Change	BY	FFU	Change	BY	FFU	Change	BY	FFU	Change
Study→Study Only→Study Only															
Mean	3.99	4.15	.16	4.00	4.00	.00	3.98	3.84	-.14	3.24	2.96	-.28	3.57	3.71	.14
Standard Deviation	.64	.57	.63	.60	.58	.64	.76	.76	.78	.94	.90	.89	.84	.74	.84
Study→Study Only→Work Only															
Mean	3.91	4.12	.21	3.77	3.88	.11	4.04	3.78	-.26	3.18	2.88	-.30	3.51	3.73	.22
Standard Deviation	.65	.55	.67	.69	.61	.68	.66	.78	.81	.92	.88	.92	.86	.84	.91
Study→Study Only→Study+Work															
Mean	4.01	4.17	.16	3.98	4.03	.05	3.96	3.82	-.14	3.28	2.98	-.30	3.51	3.61	.10
Standard Deviation	.64	.56	.64	.63	.59	.68	.74	.78	.76	.90	.88	.87	.84	.74	.90
Study→Work Only→Study Only															
Mean	3.87	4.03	.16	3.80	3.94	.14	4.04	3.84	-.20	3.16	2.92	-.24	3.49	3.65	.16
Standard Deviation	.69	.58	.64	.77	.62	.79	.86	.74	.78	.90	.90	.79	.80	.72	.85
Study→Work Only→Work Only															
Mean	3.89	4.08	.19	3.71	3.83	.12	4.10	3.86	-.24	3.32	3.04	-.28	3.53	3.65	.12
Standard Deviation	.64	.56	.67	.71	.65	.74	.64	.78	.76	.86	.88	.93	.80	.78	.90
Study→Work Only→Study+Work															
Mean	4.01	4.25	.24	3.77	3.95	.18	4.00	4.06	+.06	3.28	3.10	-.18	3.55	3.77	.22
Standard Deviation	.57	.51	.59	.63	.62	.71	.74	.72	.81	.82	.94	.81	.90	.70	.96
Study→Study+Work→Study Only															
Mean	3.91	4.11	.20	3.98	4.03	.05	4.04	3.88	-.16	3.22	3.04	-.18	3.57	3.67	.10
Standard Deviation	.65	.61	.68	.63	.61	.70	.74	.72	.73	.94	.90	.85	.82	.84	.89
Study→Study+Work→Work Only															
Mean	3.93	4.12	.19	3.81	3.89	.08	4.04	3.88	-.16	3.28	3.04	-.24	3.55	3.67	.12
Standard Deviation	.62	.55	.67	.70	.63	.71	.70	.76	.78	.88	.88	.86	.84	.80	.98
Study→Study+Work→Study+Work															
Mean	3.99	4.18	.19	3.97	4.01	.04	4.06	3.94	-.12	3.20	2.98	-.22	3.61	3.69	.08
Standard Deviation	.62	.52	.61	.65	.60	.70	.68	.70	.76	.92	.88	.93	.78	.76	.81

Table 4 (continued)

MEANS AND STANDARD DEVIATIONS OF PSYCHOLOGICAL ATTRIBUTES FOR TRANSITION GROUPS INITIALLY

Group	Self-Esteem			Locus of Control			Work			Community			Family		
Plans'72→Act'72→Current Activities	BY	FFU	Change	BY	FFU	Change	BY	FFU	Change	BY	FFU	Change	BY	FFU	Change
Work→Study Only→Work Only															
Mean	3.77	4.03	.26	3.49	3.62	.13	4.18	3.92	-.26	3.30	3.18	-.12	3.63	3.69	.06
Standard Deviation	.66	.51	.62	.68	.74	.83	.72	.72	.79	.92	.80	.86	.84	.84	.98
Work→Work Only→Study Only															
Mean	3.68	3.98	.30	3.50	3.70	.20	4.12	4.00	-.12	3.08	2.88	-.20	3.35	3.53	.18
Standard Deviation	.71	.61	.74	.79	.76	.80	.64	.76	.82	1.04	.94	1.04	1.02	.78	1.09
Work→Work Only→Work Only															
Mean	3.84	4.09	.24	3.54	3.73	.19	4.14	3.86	-.28	3.16	2.96	-.20	3.61	3.79	.18
Standard Deviation	.65	.54	.69	.74	.69	.79	.68	.76	.80	.84	.84	.90	.86	.78	.93
Work→Work Only→Study+Work															
Mean	3.91	4.13	.22	3.72	3.96	.24	4.12	4.00	-.12	3.14	3.04	-.10	3.49	3.79	.30
Standard Deviation	.57	.52	.67	.69	.57	.64	.64	.70	.70	.86	.94	1.04	.94	.72	.97
Work→Work Only→Homemaker															
Mean	3.73	4.09	.36	3.68	3.72	.04	3.92	3.12	-.80	3.20	2.86	-.34	3.63	3.79	.16
Standard Deviation	.71	.49	.74	.78	.66	.83	.74	.38	.98	.85	.84	.92	.78	.84	.89
Work→Work Only→Look for Work Only															
Mean	3.78	3.94	.16	3.35	3.30	-.05	4.06	3.92	-.14	3.12	3.00	-.12	3.39	3.53	.14
Standard Deviation	.72	.65	.81	.87	.80	.75	.76	.80	.81	.88	.83	.99	.84	.80	.92
Work→Study+Work→Work Only															
Mean	3.91	4.07	.16	3.54	3.76	.22	4.12	3.92	-.20	3.08	3.00	-.08	3.55	3.75	.20
Standard Deviation	.64	.57	.74	.76	.67	.76	.68	.74	.83	.96	.90	.90	1.06	.92	1.14
Work→Study+Work→Study+Work															
Mean	3.92	4.23	.31	3.74	3.84	.10	4.16	4.00	-.16	3.32	3.08	-.24	3.59	3.71	.12
Standard Deviation	.65	.48	.63	.74	.60	.64	.68	.72	.72	.96	.94	.75	.82	.76	.79
Work→Look for Work→Work Only															
Mean	3.79	4.01	.22	3.37	3.59	.22	4.12	3.86	-.26	3.14	3.18	+.04	3.49	3.71	.22
Standard Deviation	.67	.62	.68	.74	.70	.77	.76	.92	.88	.92	.92	.81	.96	.80	.91

Figure 1

Psychological Profiles for Ability Groups

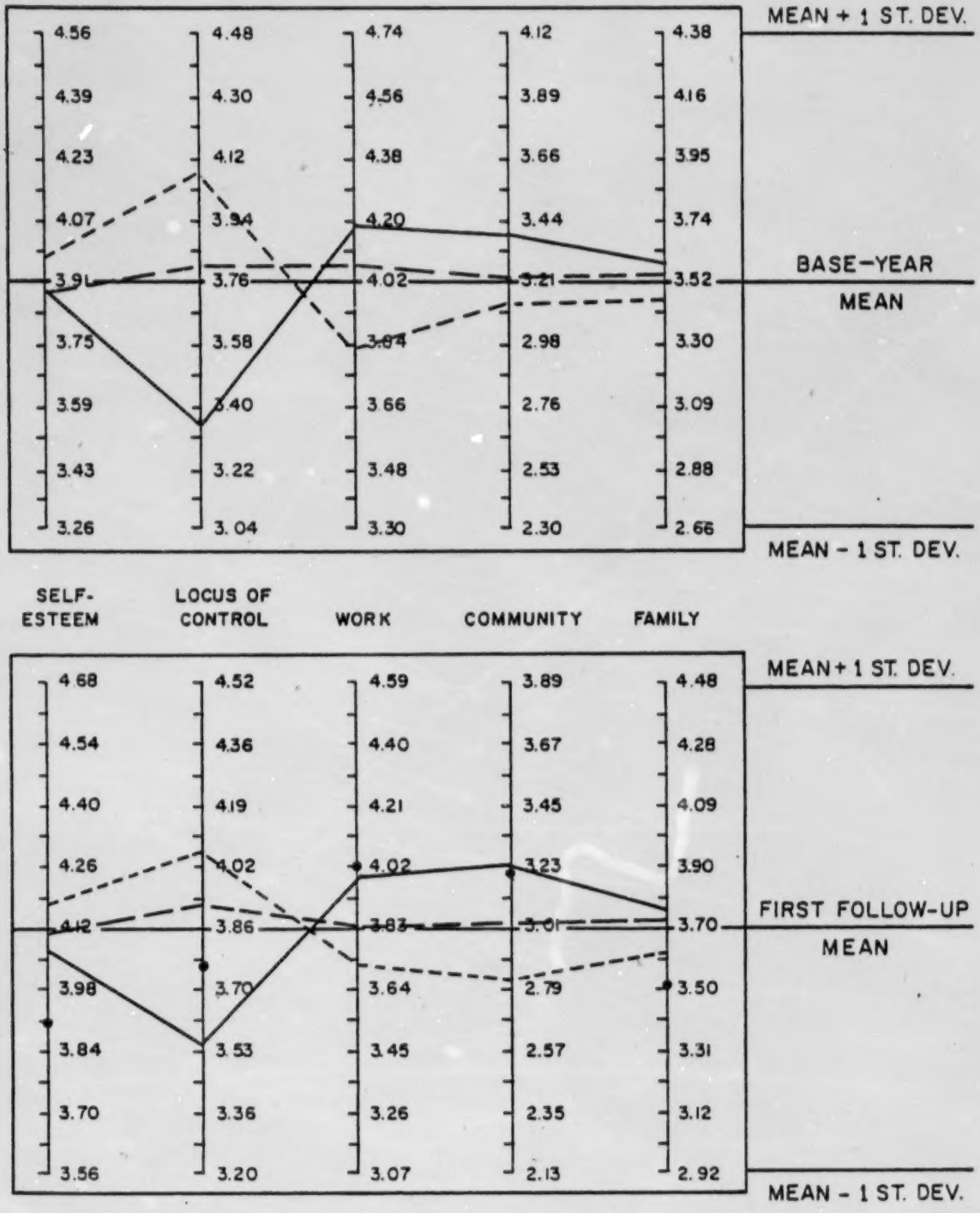


Figure 2

Psychological Profiles for Ethnic Groups

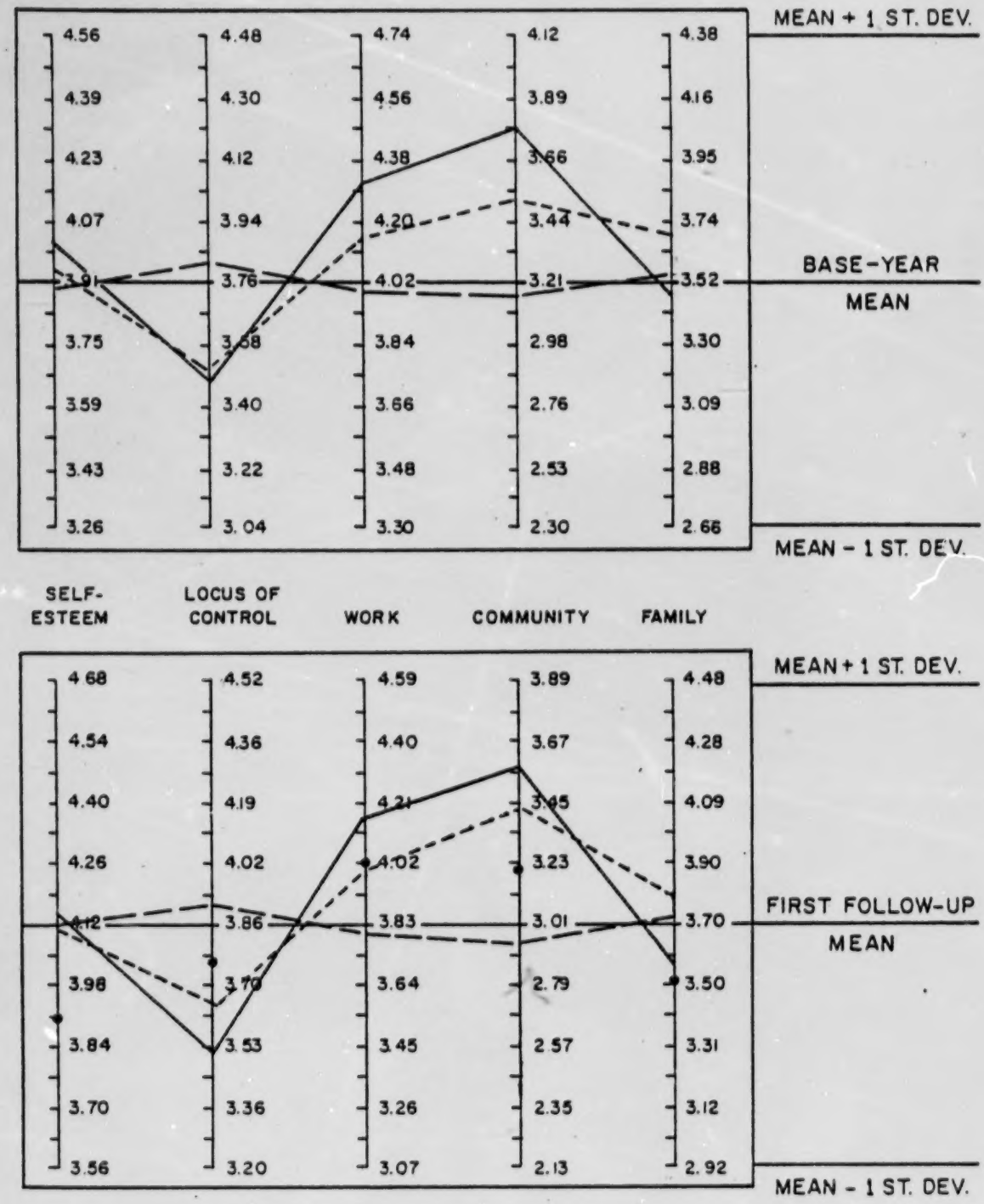
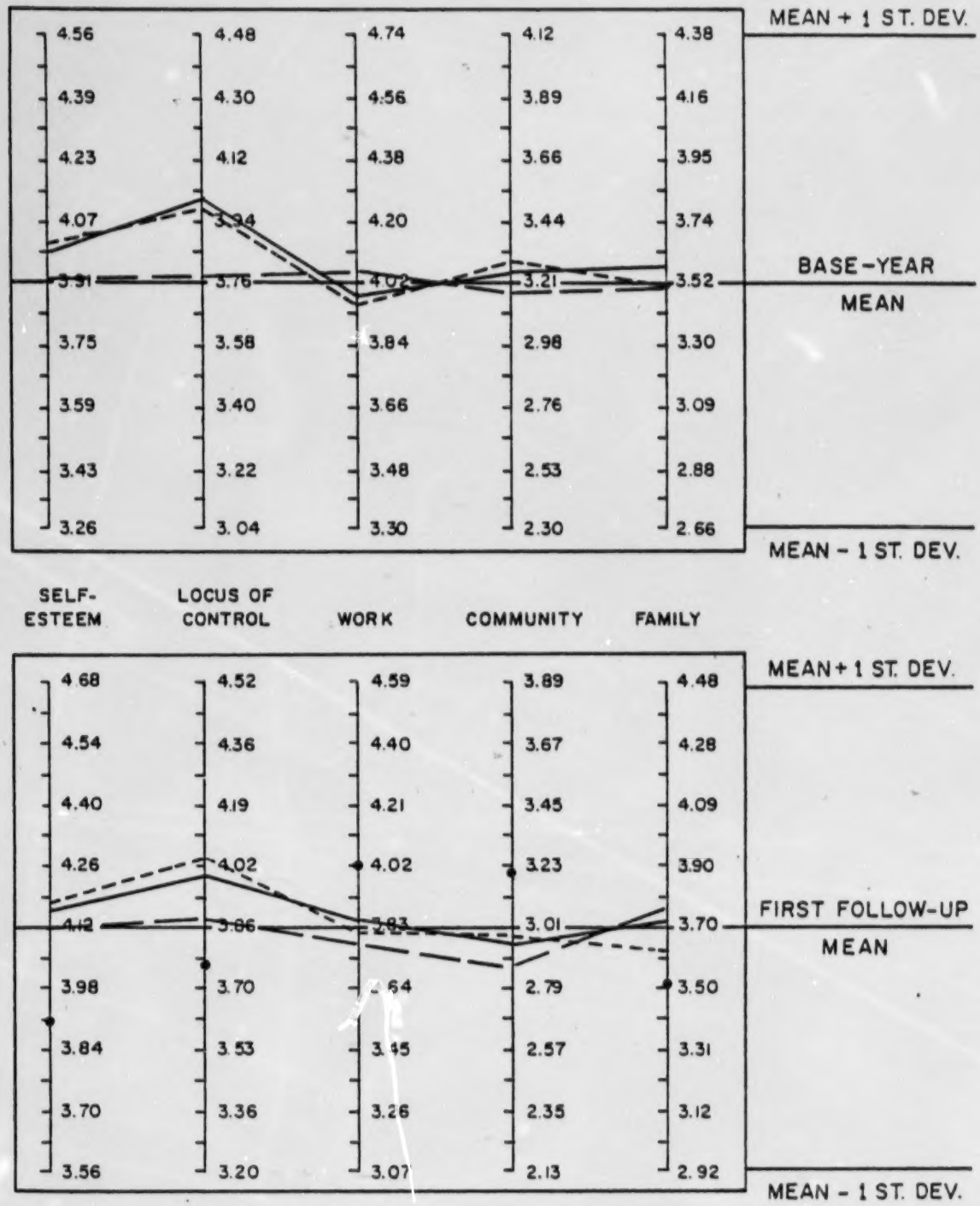


Figure 3a

Psychological Profiles for "Study → Study Only →" Transition Groups



• BASE-YEAR MEANS ON FIRST FOLLOW-UP PROFILE

——— STUDY→STUDY ONLY→STUDY ONLY

— — — STUDY→ STUDY ONLY → WORK ONLY

- - - - - STUDY→ STUDY ONLY → STUDY-PLUS-WORK

Figure 3b

Psychological Profiles for "Study → Work Only →" Transition Groups

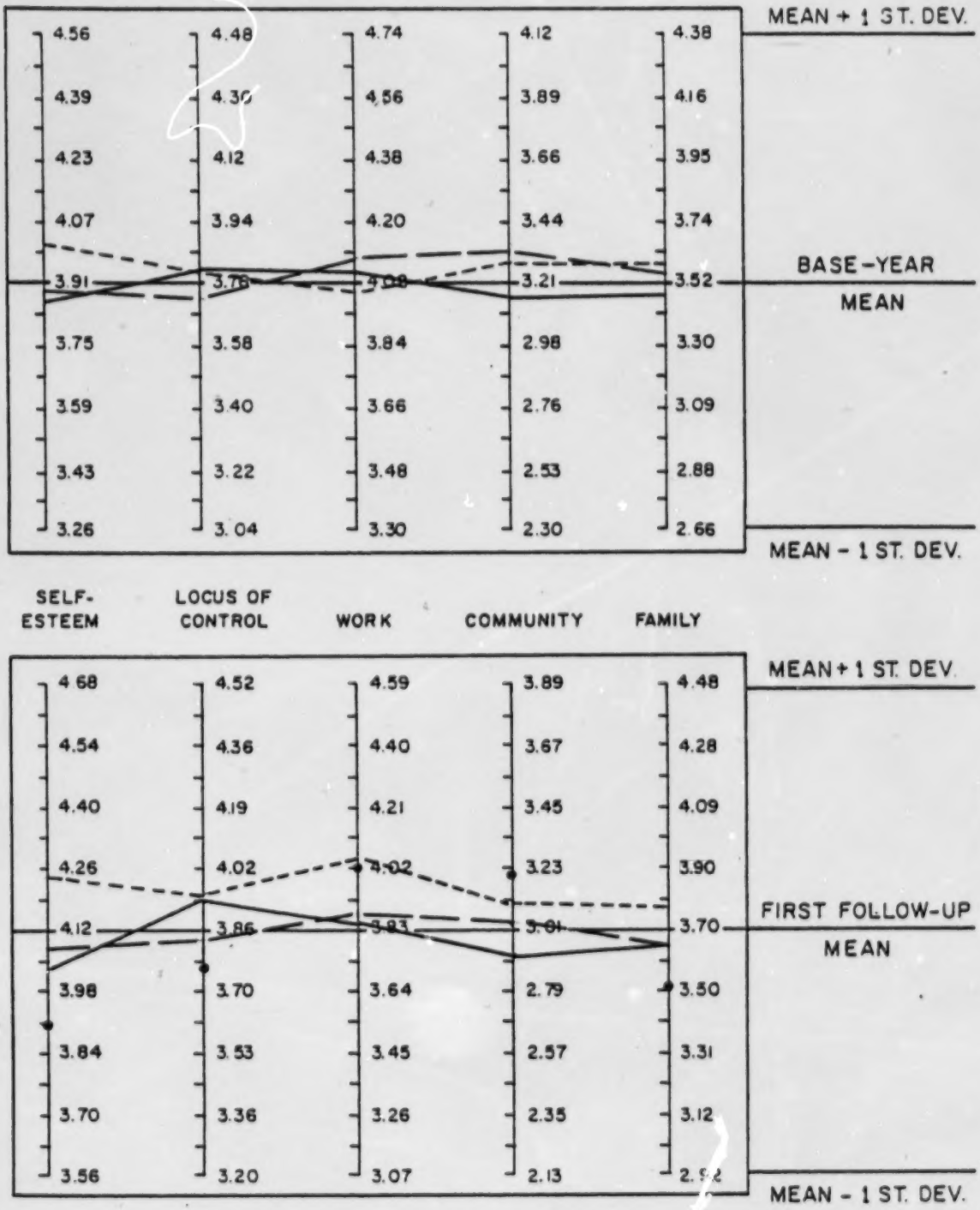
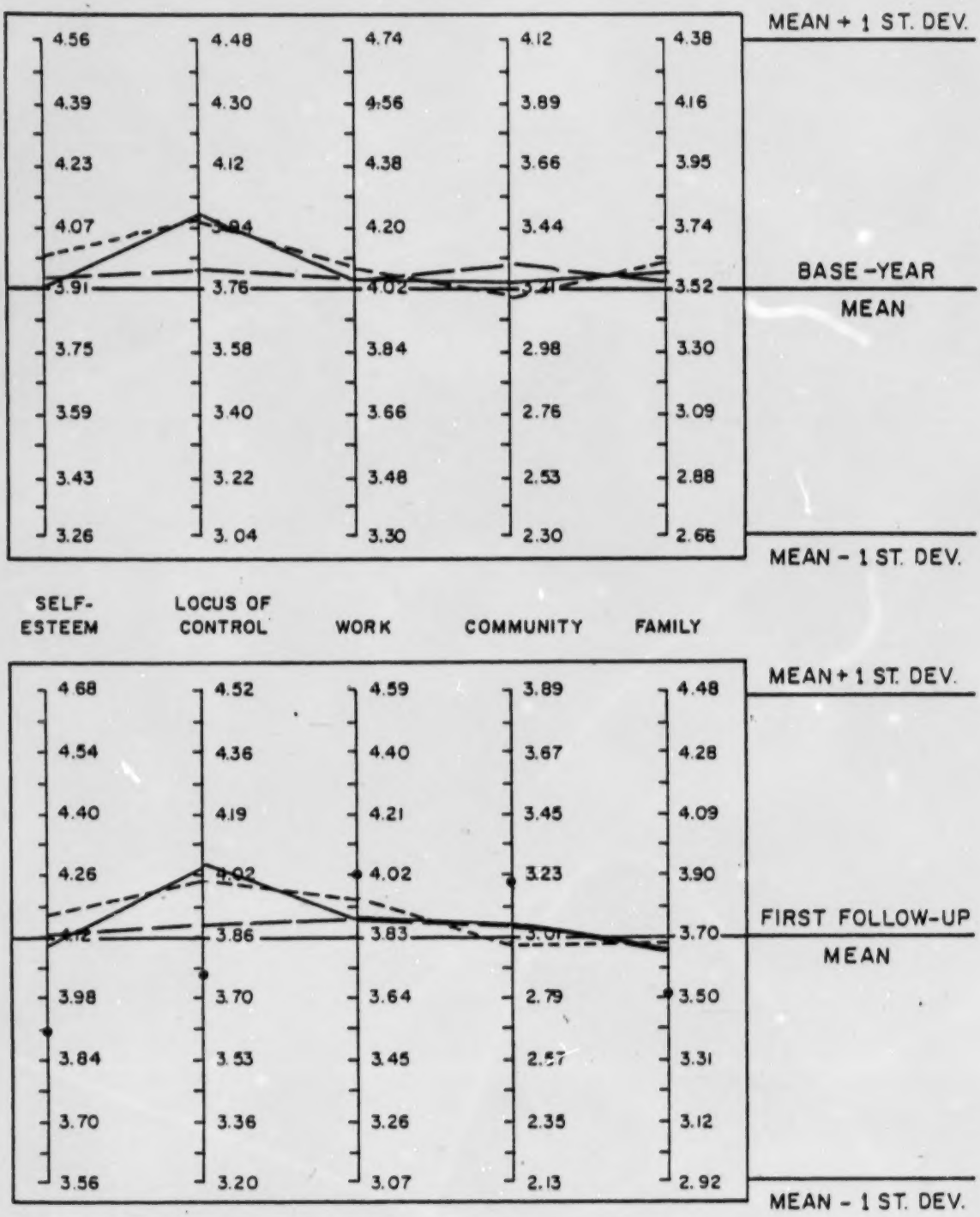


Figure 3c

Psychological Profiles for "Study → Study-Plus-Work →" Transition Groups



• BASE-YEAR MEANS ON FIRST FOLLOW-UP PROFILE

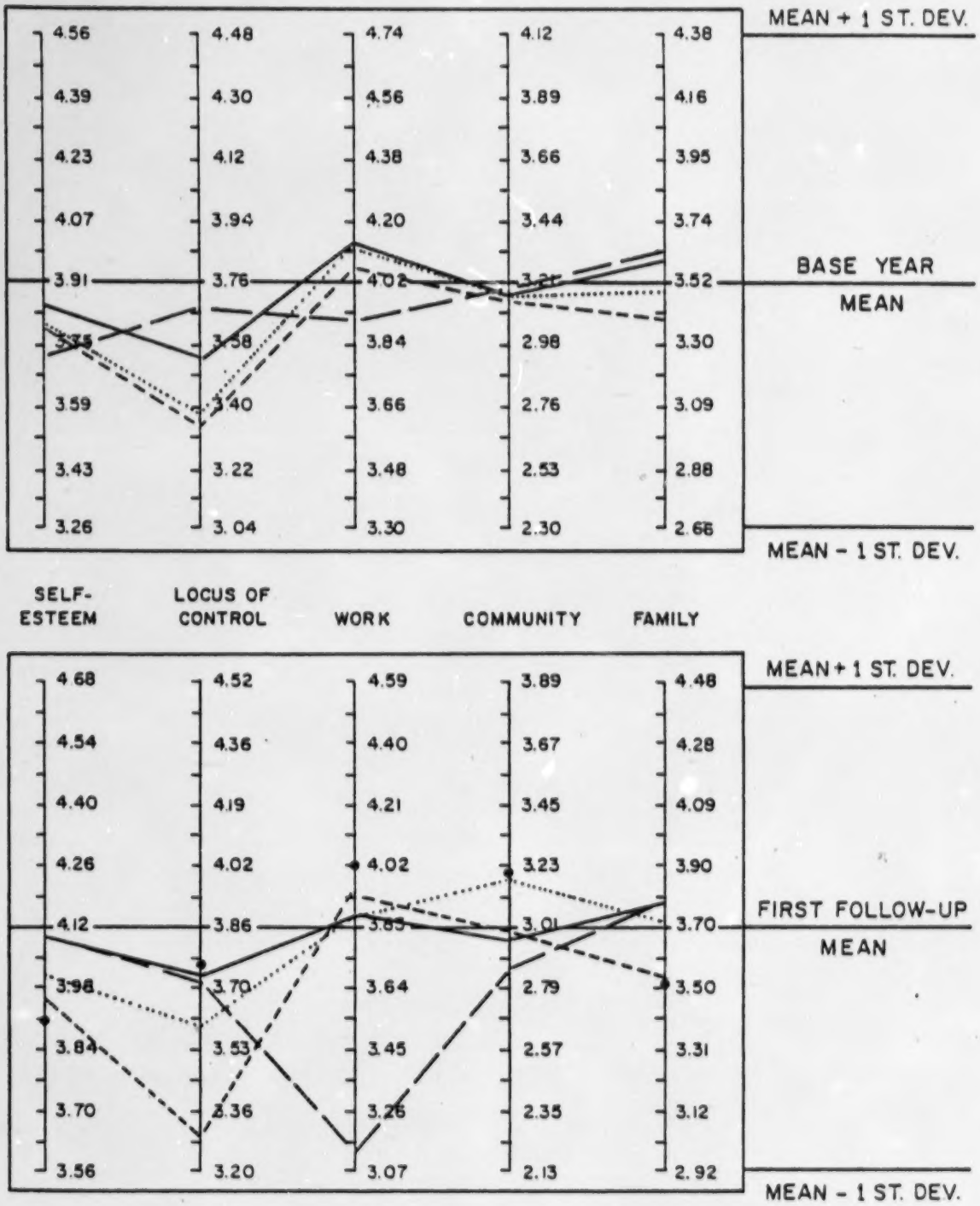
——— STUDY→ STUDY - PLUS - WORK → STUDY ONLY

— — STUDY→ STUDY— PLUS - WORK → WORK ONLY

----- STUDY→ STUDY- PLUS - WORK → STUDY - PLUS - WORK

Figure 4a

Psychological Profiles for Work Plan - Work Activity Groups

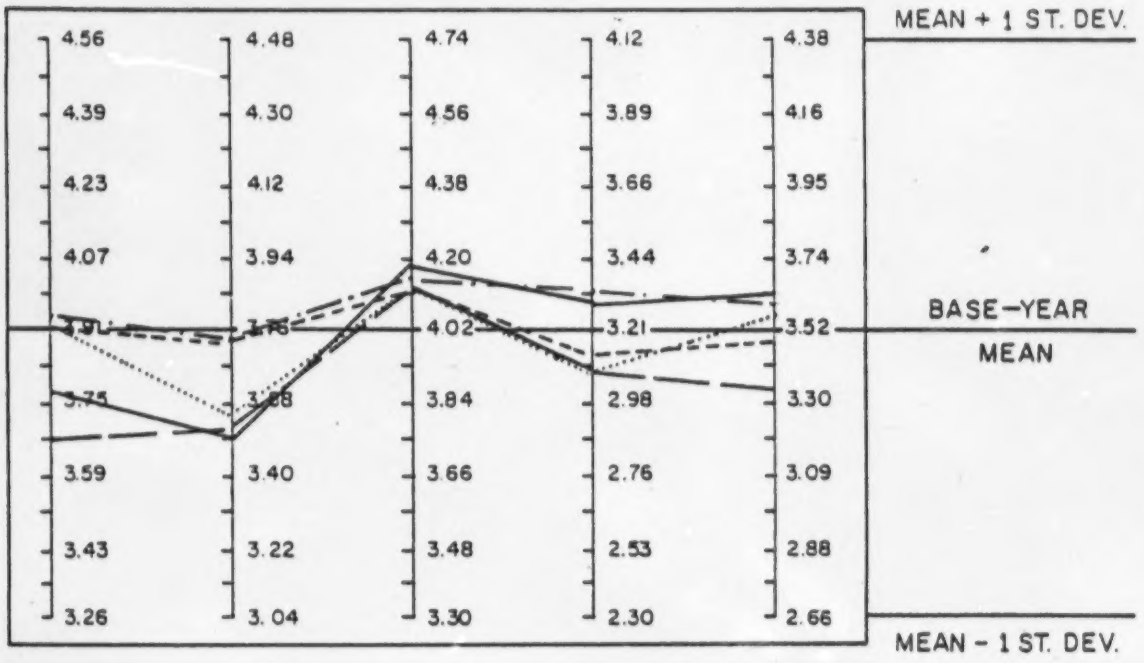


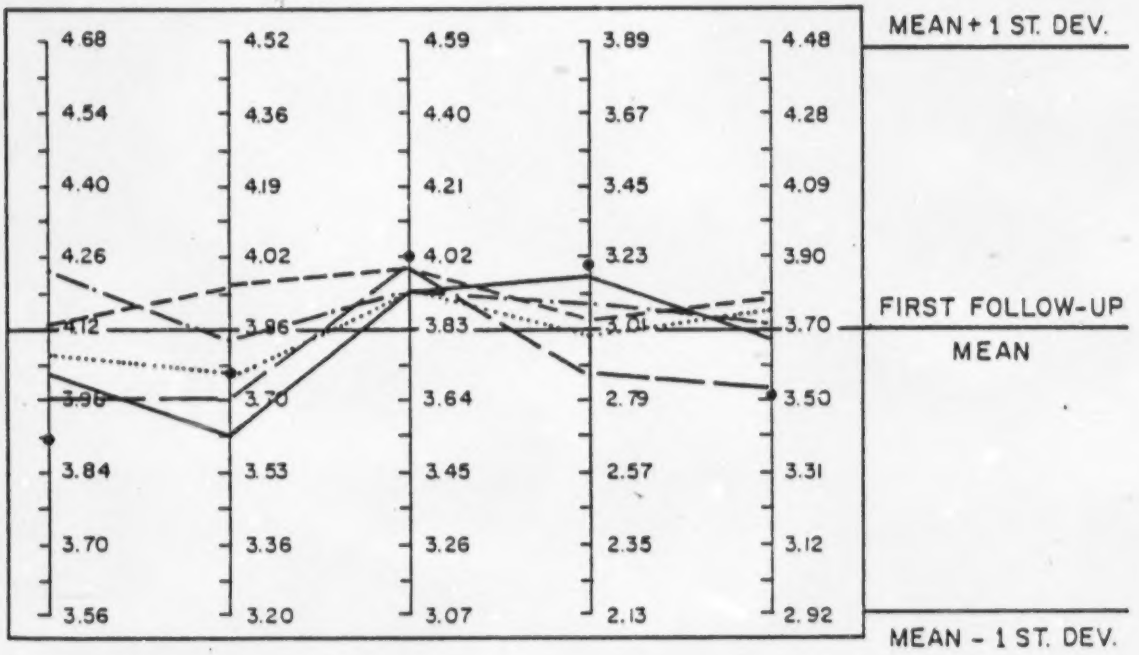
• BASE-YEAR MEANS ON FIRST FOLLOW-UP PROFILE

——— WORK→WORK ONLY→WORK ONLY
— — — WORK→WORK ONLY→HOMEMAKER
------- WORK→WORK ONLY→LOOK FOR WORK
..... WORK→LOOK FOR WORK→WORK ONLY

Figure 4b

Psychological Profiles for Work Plan - Study Activity Transition Groups





• BASE-YEAR MEANS ON FIRST FOLLOW-UP PROFILE

——— WORK → STUDY ONLY → WORK ONLY
— — — WORK → WORK ONLY → STUDY ONLY
- - - - - WORK → WORK ONLY → STUDY—PLUS—WORK
..... WORK → STUDY-PLUS-WORK → WORK ONLY
—·—·— WORK → STUDY-PLUS-WORK → STUDY-PLUS-WORK